

Valkyrie State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	Mail Service 328 Nebo 4742
Phone	(07) 4950 7126
Fax	
Email	principal@valkyriess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mrs Susan Redman, Teaching Principal

School overview

Established in 1974, Valkyrie State School is a multi-age co-educational state school situated at the south-western extremity of the Mackay hinterland district, 160 km south-west of Mackay. It is situated on the Fitzroy Development Road, 22 km south of the Peak Downs Highway. Our education classroom is comprised of Kindy (offered five days a fortnight), and Prep – Year 6. At Valkyrie State School we aim to provide opportunities for students, staff and community members to achieve quality outcomes consistent with their potential, in an environment that favours intrinsic motivation and encourages students to become lifelong learners and active citizens in our ever-changing society. Our motto is 'Strive to achieve'. We provide high-quality education that assists all Queenslanders to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Valkyrie State School is committed to excellence, inclusiveness, participation, safety and accountability.

The intent of this report is to inform the local community and other interested parties about the characteristics of our school. This report includes data such as NAPLAN results, attendance percentages and enrolment numbers to give the reader a snapshot of our school. Hard copies of this report are available through the school office. This report has also been presented to the Valkyrie State School Parents and Citizen's association.

Valkyrie State School is a state school that provides quality education in a rural setting. Students work in composite class structures with students from Kindy to year 6 all working in the same classroom. Curriculum delivery follows the key learning areas with students empowered to achieve to their potential through well-refined teaching and learning programs and comprehensive support structures and intervention programs.

At Valkyrie State School, we strive to provide an engaging, intellectually challenging, supportive learning environment while promoting the belief that Every Child Matters. Our school is characterised by 4 given values:

1. Improvement: Continuous improvement in students outcomes
2. High Expectations: explicit high expectations of students
3. Recognising Success: Valuing individuals, expecting and recognising success
4. Effective Relationships: Constructive partnerships between teachers, students, parents and the community

All staff at Valkyrie State School aim to provide opportunities for students to access quality teaching, an inclusive and engaging curriculum and a learning experience that builds positive partnerships with parents, families and community members. At Valkyrie State School students are encouraged to work to their full potential, in an environment that favours intrinsic motivation and encourages students to become life-long, responsible learners and active citizens in our ever-changing society. All staff provide high quality education that assists all Queenslanders to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future. At Valkyrie State School we equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

The school's improvement agenda is targeted to developing teachers' abilities to deliver engaging and well-constructed lessons and units of work following a specific school-based pedagogical framework and the unrelenting pursuit to improving student educational outcomes. Linked to this is a strong focus on the explicit teaching of reading and reading comprehension, writing and the explicit teaching of different genres as well as a keen focus on mathematical concepts and problem-solving strategies.

The data sets contained in this report will reflect the positioning of the school in terms of its progress towards specific goals, its future outlook, social climate, offerings of curriculum, satisfaction levels of the staff, parents and students and other key areas. A hard copy will be made available in the school office for those who are unable to access it on the school website.

Due to the small number of students who are across the different year levels at the school much of the school and student data is be with-held in this report due to privacy concerns.

School progress towards its goals in 2018

Achieved
Working Towards
Not Achieved

Improvement Priority 1. Australian Curriculum

Strategy: Building staff capacity and capability to implement the Australian Curriculum (English) with fidelity.

Provide Professional Development on the AC and C2C resources, and associated Achievement Standards, Content Descriptors and Elaborations.

Collaboratively construct English 'Know and Do' tables to identify core elements of the English multi-age units.

Using student data, identify opportunities for differentiation and extension, and embed into Valkyrie unit planning.

Review and align Whole School CARF to ensure consistency and sustainability

Use unit plans to develop considered lesson planning with a focus on specific pedagogical approaches

Provide observation/feedback and coaching targeting identified pedagogical approach.

Improvement Priority 2. Writing

Strategy: Writing, including spelling, grammar and punctuation

Ensure consistent school wide teaching practices.

Implement a process for professional discussion and moderation of student writing with all staff at least once a term

Unpacking of GTMJ's to pinpoint writing skills needed for success for each KLA unit.

Ensure verbal feedback is given on writing in all KLA's to show students areas for improvement.

Use of literacy continuum to develop individual writing goals for each student per term.

Embedded use of editing guides across all curriculum areas with all students

Utilise I4S funding to support students with writing.

Strategy: Supporting students in the early years to be confident writers.

Use of Early Start at the beginning and end of Prep, end of Year 1 and Year 2 to show growth and highlight individual areas of difficulty

Build an Early Years Network throughout Cluster for extra support and ideas.

Embed basic listening skills and exposure to pre-writing skills through Remote Kindergarten Pilot so students are better prepared for Prep.

Pilot and implement the use of the Sound Waves Letters and Sounds Program and the PM Sight Word Program to assist younger students to write.

Expose younger students to a wide variety of writing genre's from Kindergarten

Future Outlook

Improvement Priority 1. Quality Teaching & Learning

Strategy: Strengthen current visible curriculum processes to support students in becoming assessment literate learners.		
Actions	Timelines	Responsible Officers
Continue to improve the use of 'learning walls' in both classrooms in the area of English.	Ongoing	Caitlin Odger Sue Redman
Collaboratively construct 'Know & Do' tables to identify core elements with the students to familiarise them with assessment expectations.	Ongoing	Caitlin Odger Sue Redman
Strengthen the use of the 'Learning Walls' to assist children in meeting their Literacy Goals.	Ongoing	Caitlin Odger Sue Redman
Strategy: Implement a consistent school-wide process for the development of student learning goals that are regularly monitored and reviewed.		
Actions	Timelines	Responsible Officer
Collaboratively set individual student goals each term in consultation with parents and students using the literacy continuum and maths.	Ongoing	Caitlin Odger Sue Redman
Regularly review goals with students and parents to celebrate achievements and plan for the future.	Ongoing	Caitlin Odger Sue Redman
Strategy: Implementation of Age Appropriate Pedagogies from Kindergarten through to Year 2 to stimulate learning and provide more opportunities for students to guide their own learning.		
Actions	Timelines	Responsible Officer
Provide differentiated curriculum learning experiences to match activities and level of challenge to the children's needs; and show an equal balance between child and adult-initiated activities.	Ongoing	Caitlin Odger Sue Redman
Create positive personal relationships amongst teachers and peers to foster motivation to learn, collaborate socially, engage and enjoy all learning experiences.	Ongoing	Caitlin Odger Pamela Deguara
Strategy: Expand and strengthen the capability of all staff members in the use of data to improve school, cohort, class and individual outcomes.		
Actions	Timelines	Responsible Officer (s)
Regularly triangulate student data to ensure consistency.	Ongoing	Caitlin Odger Pamela Deguara
Create interactive and informative data walls to track student learning.	Term 1	Caitlin Odger Pamela Deguara

Improvement Priority 2. Technology for the Future

Strategy: Strengthen the use of digital technologies from Kindergarten through to Year 6 with a core focus on computer skills such as the use of Microsoft Word, Google and Emailing.		
Actions	Timelines	Responsible Officer (s)
Embed the regular use of computers into the weekly timetable to ensure students are familiarised with the basic use of computers, laptops and iPads.	Ongoing	Caitlin Odger Sue Redman
Encourage the use of digital technologies for the use of research and presentation of work.	Ongoing	Caitlin Odger Sue Redman
Familiarise students in the upper years to use emailing as a regular means of communication with others.	Ongoing	Caitlin Odger Sue Redman

Improvement Priority 3. Australian Curriculum: English

Strategies: Develop better writing abilities by strengthening students spelling, grammar and punctuation skills.		
Actions	Timelines	Responsible Officer (s)
Ensure consistent school wide teaching practices of spelling, grammar and punctuation.	Term 1	Caitlin Odger Sue Redman
Develop writing exemplars at A, B and C standards for each year level and display on learning walls.	Ongoing	Caitlin Odger Sue Redman
Strategy: Consistent teaching practices of writing across all year levels.		
Actions	Timelines	Responsible Officer (s)
Review of Whole School Writing and Reading Framework.	Term 1	Caitlin Odger Sue Redman
Using student data, identify opportunities for differentiation and extension, and embed into Valkyrie planning.	Ongoing	Caitlin Odger Sue Redman

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	19	14	22
Girls	10	7	8
Boys	9	7	14
Indigenous			
Enrolment continuity (Feb. – Nov.)	89%	100%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Valkyrie State School is a co-educational school consisting of students from Kindy to Year 6. The break-down of male and female students is 1:1. Valkyrie State School is a small rural school and the majority of students live on cattle properties. Most of the students travel by bus or car to attend school. We have no indigenous students or ESL students

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	10	5	11
Year 4 – Year 6	9	9	11

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Valkyrie State School we offer a curriculum that covers the entire 8 key learning areas – English, Mathematics, Science, Geography, History, The Arts, Health and Physical Education and Technology.

Languages in the form of Japanese is also offered to Year 5 and 6 students via online learning.

We also pride ourselves on allowing the students to be involved in many key learning as well as life experiences including:

English, Mathematics, Science, History and Geography are delivered across all ages in a multi-age setting in line with the Australian National Curriculum Expectations

Differentiated literacy and numeracy rotations – including daily reading, writing, spelling and grammar, as well as explicit instruction, problem solving techniques, daily maths mental and times table challenges

Each student is provided with individualized homework and spelling each week

English, Mathematics and Science units are adapted to suit the school context and the diversity of the students

The Arts, Health, Physical Education and Technology are all units of work planned using the National Curriculum

Regular visiting artists, performers and musicians including Arthur 'Deadly' Conlon – Aboriginal Artist, Roby Rogers from Roby Rogers School of Dance and the Off-Road Drama Company

Cooking experiences in line with our health unit as well as providing students with a healthy lunch

Multiculturalism is encouraged within our school

Valkyrie State School is proud of its involvement in the Remote Kindy Pilot Project since its inception in 2016. We believe in the Queensland Government's commitment to ensure all children have the opportunity to access kindergarten in the year before school. While more than 95% of Queensland children attend kindergarten, access for children in remote communities remains a challenge, with participation estimated to be approximately 86.2% in 2016 Australian Bureau of Statistics.

The remote kindergarten pilot provides children in rural and remote communities the opportunity to attend a kindergarten program in a face-to-face environment. The kindergarten program is delivered by the existing classroom teacher in a composite class setting with support from a teacher aide.

In 2018, there were 7 students enrolled in the Remote Kindergarten Program at Valkyrie State School.

Co-curricular activities

Although a rural school, students at Valkyrie State School are given the opportunity to be involved in a variety of extra curricula activities including:

- ICPA Sports Camp – Year 4-7 students
- Whitsunday Voices Literacy Festival – Day Trip prep to year 2 students
- Whitsunday Voices Winchester Camp - Brigalow Cluster – year 3-7 students
- Brigalow Athletics Carnival
- Brigalow Swimming Carnival
- Denham District Sporting Trials
- Sporting School's Australia funded programs
- Swimming Lessons
- Queensland Cricket Sessions
- Rookies to Reds program (QRU)
- Rewards Day
- School Camp
- Queensland Youth Orchestra Demonstration
- Arts Councils
- Arts Programs such as Aboriginal art, pottery classes, Off-Road Drama Company, Roby Rogers School of Dance

How information and communication technologies are used to assist learning

How Information and Communication Technologies are used to Assist Learning

The students use both computers and iPads to enhance their ICT development and understanding. There is a mini-lab in the classroom for students to access. Computer programs are incorporated into planning allowing students from prep to year 6 to learn basic skills required to progress through the school years. Students have access to Study Ladder (Mathematics & Literacy Program) as well as Typing Tournament (to support the development of touch typing). Students are able to work at their own pace and level on both of these learning programs at school and at home. Each student has been provided with their own log-on and password. These programs are used in conjunction with daily literacy and numeracy rotations, as well as home learning experiences. 7

All students are exposed and encouraged to use the internet – including *The Learning Place*, *Google*, *iConnect* and *Web conferences*. Students are also explicitly taught how to use programs such as *Microsoft Word*, *PowerPoint* and *Movie Maker*.

Social climate

A positive and productive social climate exists at Valkyrie SS with older students 'looking out for / after' younger students in a caring 'family like' environment. This can be evidenced by:

Parents, in School Opinion Surveys, reported a 100% satisfaction in regards to 'my child feels safe at this school'.

Parents, in School Opinion Surveys, reported a 100% satisfaction in regards to 'teachers at this school are interested in my child's well-being'.

Parents, in School Opinion Surveys, reported a 100% satisfaction in regards to 'student behaviour is well managed at this school'.

Parents, in School Opinion Surveys, reported satisfaction in regards to 'my child likes being at this school' (100%), 'I would recommend this school to others' (100%) and 'this is a good school' (100%).

Our school has a positive social climate with teaching in the area of Social and Emotional Wellbeing embedded in daily routines. Positive behaviours are acknowledged using a school-wide positive behaviour system and reinforced with weekly Excellence Certificates and Citizen of the Week awards presented at weekly parades. At Valkyrie State School, we have minimal behaviour issues. All staff and students focus on positive reinforcement and students are rewarded on a daily, weekly and term basis. Parents are notified of student's achievements through weekly awards, newsletters and parent contact. Parents, staff and students understand the classroom rewards system and support the behaviour management strategies used throughout the school. Behaviour expectations are high, and with the implementation of the Valkyrie B's – Be Safe, Be a Learner, Be Respectful and Be Healthy – the staff, parents and students all understand that school is a safe, friendly, healthy environment.

Valkyrie State School places great importance on family and community involvement. School Leaders take an active role in caring for and encouraging younger peers. Mixed age groupings enable students to form strong social bonds with students in all year levels.

At Valkyrie State School we do not tolerate bullying. To ensure students have an understanding of how to deal with a bully students participate in a comprehensive wellbeing program, including participation in the *Bullying, No Way* program and understanding and learning the *High Five Strategy*. Program and provision of an anti-bullying program is implemented through the Health curriculum. The You Can Do it program is also a cornerstone of our behaviour management policy and works on building resilience in students. All school rules and bullying strategies are displayed around the school and are also documented in the school newsletter on a regular basis.

Staff at Valkyrie State School set high expectations of student behaviour and enforce these through the explicit teaching of school-wide positive behaviours. The school has four fundamental rules: respect yourself, respect the environment, respect others and respect your potential.

Staff work closely with parents and support teachers to make sure diverse learning needs are met. In accordance with our *Learning and Wellbeing* policy, adjustments for students requiring additional support are enacting following a collaborative social justice process that includes families, all teaching and support staff.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	93%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parent and community engagement

Parents at Valkyrie State School are strongly encouraged to be involved in and participate in their child's learning journey. All parents have demonstrated a keen interest in both teaching and learning as well as being involved in extra curricula activities the students participate in. Parents are encouraged to be involved with teaching and learning in the following ways:

Parents and Citizens Association: This association is open to any parent or citizen interested in the well-being of the school, staff, students and community. P&C meetings are conducted twice a term and works to improve the quality of school facilities, community involvement, funding school camps and implementing educational ICT programs. All parents and citizens are invited to nominate for membership and to attend meetings run under the auspices of QCPCA (Queensland Council of Parents and Citizens Association).

Parent Teacher Interviews: Parents are invited and encouraged to attend Parent Teacher Interviews in Term 2 and Term 4. These interviews focus on individual goals and targets.

Newsletters: Newsletters are published on a fortnightly basis. A hard copy and an emailed version are sent home to parents, as well copies are sent to the wider community either via email or in the post. Currently we have 33 hard copies being sent to community members and 54 copies emailed to families and the wider community.

School Parades: School parades are held on a weekly basis. Each Wednesday from 8.45am – 9.00am parents and community members are invited to attend our parade.

Educational Celebrations: At Valkyrie we celebrate the educational achievements of students, as well as national and state celebrations. These include Education Week, Under 8's Day, NAIDOC Week, ANZAC Day Services (both at school and community event), Remembrance Day, Queensland Day, Leadership Ceremonies and Weekly Excellence and Sporting Awards.

Home Reading and Homework: All parents are involved in our home reading program. Parents listen to, or witness students reading every night at home and make a comment about the book read and sign to verify reading. Parents are also encouraged to support students with individualized homework programs. This is done through personal reminders to parents, praise and messages home to both parents and students and recognition in school newsletters.

Information Sessions: Parents are encouraged to attend information sessions to develop a better understanding of the school curriculum. Parents of students starting Prep are provided with a separate information session about 'starting school' and are provided with information to help the transition to school be smooth.

Volunteering: Through letters home and newsletters parents and family members are encouraged to volunteer in many areas of the curriculum – including sporting activities, swimming lessons, reading, mathematics lessons and experiments.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships and will be the focus of the 2018 – 2020 Responsible Behaviour Plan.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing the school's environmental footprint

Valkyrie State School is completely reliant upon rain water tanks all year round. Staff are encouraged to turn off power in rooms that are not in use and air-conditioning is only used when necessary. Valkyrie is also a part of the Solar for School's program, have a solar system installed to further reduce our footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,480	10,314	20,317
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	5	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and staff participation in professional development

The total funds expended on staff professional development in 2018 were \$8136

The major professional development initiatives are as follows:

- QLD State Principal's Conference
- Remote Kindy Pilot Conference
- QCAA Workshops
- LibCode Suite Workshop
- Literacy Solutions Writing PD

The proportion of the staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of teaching staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	90%	90%
Attendance rate for Indigenous** students at this school	n/a	n/a	n/a

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

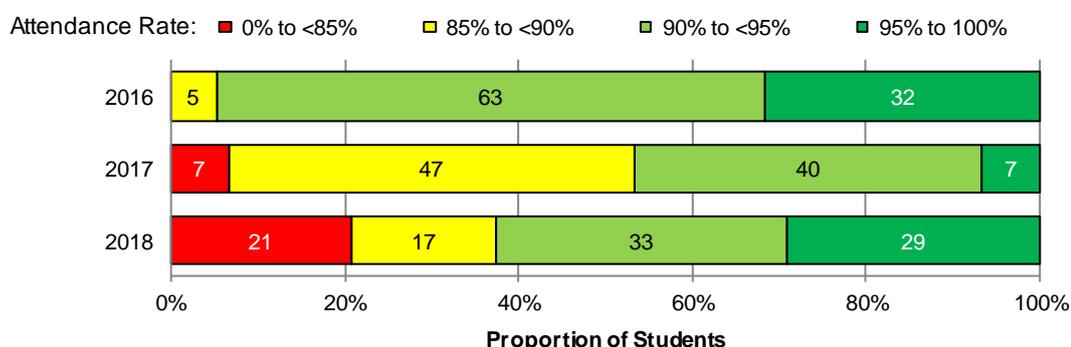
Year level	2016	2017	2018
Prep	95%	DW	85%
Year 1	DW	DW	80%
Year 2	96%	DW	94%
Year 3	94%	86%	95%
Year 4	92%	91%	94%
Year 5	97%	91%	94%
Year 6	94%	DW	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Electronic rolls are marked twice daily by both classroom teachers at the beginning of the school day and again after second lunch. Detailed absence notifications are filled in by staff, denoting the reasons behind student absence.

Unexplained absences or less than three days are followed up by an immediate text message alert or a note sent home to parents / caregivers with a request for additional information regarding the student's absence at the end of term.

Attendance protocols result in very few unexplained absences. In the case of unexplained absences lasting longer than three days, the school makes contact with the family in question directly by phone.

- Teachers prioritise student engagement in lessons as a key strategy to encouraging good attendance. Through effective management of non-attendance, Valkyrie State School recorded zero unexplained absences in 2017.

- Attendance data is regularly monitored and reported in school newsletters

- Non-attendance is managed through roll marking procedures, occurring in the morning and in the afternoon each day

- If a student is regularly away, parents are contacted to discuss ways to implement learning whilst at home, where possible

- Parents are encouraged to notify staff immediately if their child is going to be absent

- The Every Day Counts message is discussed with parents and students regularly

- Awards have been implemented to encourage positive attendance

- Discussions with P&C around the importance of regular attendance has been had

- Regular praise and recognition for 100% weekly attendance rate

- Change program to encourage quality learning in implemented every day

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.